

Argument Card Quest

Track claims, test evidence, and check reasoning.

GRADE 8 • SL.8.3

CCSS.ELA-Literacy.SL.8.3 "Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Analyze the argument, not the person.

2 Use only evidence the speaker actually gives.

3 Explain relevance, reasoning and sufficiency separately.

4 Exchange or reuse starters so everyone practices every skill.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic. A speaker gives a prepared argument with specific claims and honest examples. Listeners may request a replay.
2. Assign roles; set one aside in groups of three. Everyone practices every skill.
3. Print 2 card sheets per team of 3 or 4. Deal four Move cards each; set extras aside. Exchange or reuse cards freely.
4. For each check, play and complete a fitting Move starter aloud: map position and claims; judge relevance; test reasoning; judge sufficiency. Explain each judgment. Identify irrelevant evidence if introduced; otherwise say none was heard.
5. Rotate speakers until everyone has analyzed another speaker in all four ways. Share one judgment and reason. Empty hands do not end the round.

AFTER THE ROUND Check what you did

☐ I mapped another speaker's position and specific claims.

☐ I explained relevance and identified irrelevant evidence if any appeared.

☐ I judged the reasoning and explained my judgment.

☐ I judged whether the evidence was enough and named any important gap.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Pause Should phones stay in backpacks during class? Give specific claims and honest examples; identify personal experiences as such.	Homework Time Should your school set a homework time guideline? Give claims and examples; do not invent research or claim to speak for everyone.	Lunch Seats Should students choose their lunch seats? Support specific claims with examples and acknowledge limits in what you know.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Argument Mapper Track the overall position and specific claims.	Evidence Scout Identify the actual evidence and its limits.	Connection Checker Ask how each piece of evidence supports a claim.	Reasoning Judge Check the link from evidence to claim and what more is needed.

MOVE CARDS · deal 4 to each player

MOVE CARD ARGUMENT MAP “The position is ____. A specific claim is ____.”	MOVE CARD ARGUMENT MAP “I heard these claims: _____. They support the position by _____.”	MOVE CARD RELEVANCE CHECK “The evidence ____ is relevant to ____ because _____.”	MOVE CARD RELEVANCE CHECK “The detail ____ does not support the claim because _____. Or, I heard no irrelevant evidence.”
MOVE CARD REASONING TEST “The speaker links ____ to _____. That link is sound or flawed because _____.”	MOVE CARD REASONING TEST “The conclusion assumes _____. That assumption is supported or unsupported because _____.”	MOVE CARD SUFFICIENCY CHECK “The evidence is or is not enough for this claim because _____.”	MOVE CARD SUFFICIENCY CHECK “We would need ____ to support the broader claim because _____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

This exchange is a fictional example. Learners give live arguments with honestly labeled experiences; do not invent facts or pressure learners to defend an opinion they do not hold. A relevant example may still be insufficient for a broad claim. Let listeners ask for repetition. The sample shows one analysis sequence; rotate speakers and continue until every learner completes all four checks on another speaker. No card must be played when its assumption does not fit.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Phones should stay in backpacks during directions. I claim this helps us hear instructions. Yesterday two classmates checked messages, missed a step and asked for it again. Our school colors are blue and gold.
Jon	Your position is to keep phones put away during directions. Your specific claim is that this helps us hear instructions.
Ava	The missed step is relevant to listening. School colors are irrelevant because they do not show whether phones affect attention.
Luis	Checking messages could divide attention, so the example makes that link plausible. It does not prove phones alone caused the missed step.
Jon	One incident with two students is not enough to show this rule will help everyone. We need observations across more students and lessons.

LISTEN FOR

- Accurate distinction between the position and specific claims
- Explained relevance and identification of irrelevant details when present
- A soundness judgment about the evidence-to-claim link
- A separate sufficiency judgment that recognizes scope and gaps

There are no right answers to the topic cards. Score the moves students make, not their opinions.